

— _ Welbeck Nursery

Inspection report for early years provision

Unique reference number	EY372807
Inspection date	27/03/2009
Inspector	Arda Halls
Setting address	George Street, LONDON, W1U 3QY
Telephone number	0207 935 2441
Email	
Type of setting	Childcare on non-domestic premises

Description of the setting

The Welbeck Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of eight provisions under the Eagle House Group Limited. It operates from one large play room in the lower ground floor of a church hall, accessible by one flight of stairs. It is located in Marylebone in the City of Westminster. A maximum of 40 children may attend the nursery at any one time. There are 20 children on roll, all of which are in the early years age group. The nursery is open each weekday from 9.00 to 12.00, term time only. All children share access to an enclosed outdoor patio area. Children come from the local and wider community. The nursery currently supports a number of children with learning difficulties and disabilities and also supports children who speak English as an additional language. The nursery employs 10 staff. Of these, eight, including the manager hold appropriate early years qualifications and two of the staff are currently attending training. The nursery receives support from the local authority. The teaching method used is children learning through play.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children flourish within the setting, which meets children's individual needs extremely well. They have established excellent working relationships with parents, as practitioners take time to work with parents to find out about the particular needs of their child to give them the appropriate care. The manager and practitioners are very knowledgeable in ensuring children are at the centre of their own learning within the play-based environment, and as a result, children are making rapid progress within their learning and development. The manager and childcare practitioners are fully aware of the settings' strengths and continuously strive for ongoing positive changes to enhance the well-being of the children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure gate is secure and that the safety of children is not compromised
- ensure office is secured at all times

The leadership and management of the early years provision

The staff team are led by an effective manager who has an in-depth understanding of childcare. The manager and practitioners work exceedingly well together to provide an excellent and exciting learning environment for children. Furthermore, children benefit because the setting has excellent systems in place to evaluate their practice. This in turn drives their continuous improvement to enhance

The quality and standards of the early years provision

Children are exceptionally happy and engaged gainfully within the setting. They thoroughly enjoy their nursery experience in a calm environment where there is an excellent range of interesting and innovative activities. There is a very good balance of adult-led and child-initiated opportunities to keep children fully occupied. As children are fully occupied in challenging experiences their behaviour is very good. They receive high levels of praise and encouragement within the setting, which boosts their confidence and self-esteem. Children beam with great delight when they are praised for doing something well. In addition, practitioners observe if children need help or a dispute occurs and help children resolve difficulties and apologise to each other when needed.

The excellent range of resources is readily available and easily accessible within low level storage units, aiding children to make choices in their play and learning. Children are thoroughly settled into the routines of the setting and have developed very good relationships with the manager and practitioners. The staff team, with support from the manager and early years advisory team have worked extremely well on developing the settings framework for the delivery of the curriculum. For example, practitioners observe individual children to highlight areas of achievement and development. They place high importance on following children's interests, recognising that children become active learners when interested and having fun. They know exactly where their key children are within their learning journey and provide opportunities in which they target specific areas for development according to the ability of the individual child. The setting has an exceptional commitment to offering an inclusive service. The manager and practitioners ensure that the needs of all children of varying abilities and children learning English as an additional language are met, so that they can participate fully. For example, practitioners are individually equipped to use visual sequencing cards to assist with communication skills where needed.

The setting operates a very successful free-flow system enabling children to access the curriculum indoors and out. Children are inquisitive and enjoy exploring and taking risks in their play. For example, when learning mathematics, children are thoroughly engrossed in singing about frogs, which are propelled into a shallow pan of water. They are learning about cause and effect, and gently learning subtraction of numbers as each frog jumps into the pan. The children are having fun as they learn, which enhances the learning experience. No one is bored and children of all abilities are able to take part in the activities. Practitioners are very skilled at using spontaneous opportunities to encourage children's abilities and reinforce their learning. For example, wherever possible staff use props and constantly link their experiences to everyday life. At story time, the practitioner follows the children's interest by reading a story to the children about the 'Hungry Caterpillar'. The children enjoy wonderful opportunities for story reading, which promotes their understanding of written words and enhances their listening skills. Practitioners also utilise the outdoor space well to extend children's learning and experiences. Children are encouraged to experiment in the sand tray as they enjoy fresh air in the garden. The children look excitedly at the different patterns that they can see in the sand and delight in taking turns filling and emptying a variety

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.